DOCUMENT RESUME

ED 460 391 CS 216 755

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| TITLE | Academic Writing: Performance Package, Minnesota Profile of Learning. |
| INSTITUTION | Minnesota State Dept. of Children, Families, and Learning, St. Paul. |
| PUB DATE | 1997-10-00 |
| NOTE | 20p.; Content Standard: Write and speak: Academic Writing; Level: High School. |
| AVAILABLE FROM | Minnesota State Department of Children, Families & Learning, 1500 Highway 36 East, Roseville, MN 55113-4226. Tel: 651-582-8002. |
| PUB TYPE | Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | *Academic Discourse; *Academic Standards; Class Activities; Cooperative Learning; *Film Criticism; High Schools; *Literary Criticism; Performance Based Assessment; Periodicals; Personal Narratives; Persuasive Discourse; *State Standards; Student Evaluation; Student Publications; Writing Assignments; *Writing Skills |
| IDENTIFIERS | *Minnesota Graduation Standards |

ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to writing in the English language for a variety of academic purposes and situations. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) write a personal narrative; (2) write a literary analysis paper or a field study report; (3) write a persuasive paper; (4) write a film review; and (5) collaboratively produce an academic journal or magazine. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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ED 460 391

**MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING**
**Performance Package**
**Minnesota Profile of Learning**

**Content Standard:** Write and Speak: Academic Writing **Level:** High School

**Title of Package/Activity:** Academic Writing

## *Summary Statement of Content Standard:*

Write in the English language for a variety of academic purposes and situations.

## *Description of Student Performances:*

Task 1: Write a personal narrative (autobiographical story).

Task 2: Write a literary analysis paper (Task 2-A)
*OR*
a field study report (Task 2-B).

Task 3: Write a persuasive paper.

Task 4: Write a film review.

Task 5: Collaboratively produce an academic journal or magazine. Write four articles for academic journals/ magazines.

**FINAL ACHIEVEMENT:** Use the following scoring criteria when evaluating student performance.

**Scoring Criteria**
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3- Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

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CS 216 755

PERFORMANCE PACKAGE TASK 1
Academic Writing

**Content Standard:** Write and Speak: Academic Writing **Level:** High School

## *Specific Statement(s) from the Standard:*

What students should do:

1. Describe, narrate or explain observations of human events or situations (e.g., biographies, historical narrative, ethnography)

## *Product(s):*

- Personal narrative (autobiographical story)

## *Task Description:*

**Package Overview:** For all the Tasks in this Package --

- The **audience** for your writing includes your peer conference group, your other classmates, and your teacher as well as any others (other students and teachers in your school, community resource people) your teacher may determine.

- Remember the summary of Learning Area Two: "Write and speak effectively in the English language." **Effective writing** has a clear focus, appropriate language, varied and complex sentence structure, careful organization, correctly applied conventions of written English, and coherence.

- Keep in mind that the standard for Academic Writing states in the "In addition" section, "The work must be validated as original through a 'paper trail,' observations, and/or conference." That is, you must present evidence of your engagement in the **writing process** -- prewriting, drafting, conferencing (with both peers and your teacher), revising, reflecting (which includes applying each task's feedback checklist to each writing assignment), preparing final copy, publishing.

**Task 1 Overview:** In a personal narrative or autobiographical story, you will communicate something new and meaningful about yourself to someone who knows almost nothing about you. Your story can be organized around a single unique event or around two or three smaller experiences that reveal some kind of pattern. The story should show the reader how you develop insight or understanding as well as how your individual experience connects to a broader picture of human experience.

In order to connect your own experience to the broader picture of human experiences, you could add small, but realistic details that remind your readers that the world is bigger than the specific time, place, people, and circumstances on which you are focusing. In addition, including people who are different from yourself cannot only enrich your story, but also provide entry points for a wider range of readers.

You will share your evolving story in weekly peer conference groups where you will receive feedback (audience response). Your conference group will also act as a resource for solving problems you identify as you develop your story.

You will meet with your teacher to get feedback and discuss ideas for revision.

## *Task Description, continued*

**Step One:**

It is critical that you bring a complete first draft to class on the first deadline date. If you only bring a partial draft to class on deadline day, you risk spending most of the term struggling to write a first draft that you never have time to revise and develop.

First drafts very often include too much content and too little significant detail. They usually just tell what happened instead of recreating experiences; they relate events without emphasis or pacing. What is important in a first draft is, however, for the writer to create a resource from which to develop an engaging story.

A long first draft (15-20 pages) covering all experiences, events, and people you consider important can provide rich material for later, more focused drafts. In later drafts you can refine setting, plot, character, dialogue, movement, gestures as well as develop symbols, motifs, or imagery.

**Step Two:**

Read through your first draft. Mark sections that tell about events, people, places you may wish to develop in your autobiographical story. Look for characters to develop as well as a unifying idea, focus, or pattern from which you can build a coherent story. Draft several statements in which you try to identify the point of the story and clarify your central thread of ideas, images, and people.

**Step Three:**

Meet with your peer conference group to discuss and get feedback for your story ideas, including the central point of the story.

Read aloud to the group any sections of your draft that you might wish to develop further and on which you would like the group's advice.

**Step Four:**

Present your draft, clarifying statements, and notes from your peer conference discussion to your teacher, prior to a teacher conference.

Have a conference with your teacher.

**Step Five:**

Write a brief sketch (a vignette) in which you experiment with ways to connect your story to a wider picture of human experience. Examples:

- Include a brief encounter with someone whose actions, beliefs, and/or circumstances differ from yours (for instance, an older person you know who faced a situation similar to yours during the Depression or the Vietnam War era; OR, if your story is about sports, a Special Olympics participant, a wheelchair athlete, or an athlete who differs from you in age or gender).
- Include details from a character's past, such as recollections, memorabilia, references to significant national or international events.
- Change the setting by having a character
  -- drive to or through a different place
  -- glance at postcards, travel posters, photographs, TV, newspapers
  -- briefly remember a different time or place.

**Step Six:**

Meet with your peer conference group to share sketches (vignettes) and to discuss how to incorporate the sketches into your personal narrative.

## *Task Description, continued*

**Step Seven:**

Revise and edit your autobiographical story.

(Note: For each revision, your teacher may assign the class a particular focus such as working on dialogue, developing a key scene, using sensory description, or other techniques studied in class.)

**Step Eight:**

Have a conference with your teacher.

Revise your autobiographical story.

**Step Nine:**

Repeat Steps Three through Eight as necessary until your personal narrative is finished.

**Step Ten:**

Share your finished paper with your peer conference group.

Present to your teacher all your notes and drafts as well as your final paper.

## *Special Notes:*

**For all the Tasks in this Package --**

1. Peer feedback conferences provide excellent opportunities for students to develop supportive yet critical reading strategies. Student authors may benefit from the suggestions of their peers in solving writing problems their peers have identified. However, some students may not be willing to share some work with peers; therefore, teachers may wish to consider alternative feedback strategies. Also, teachers may wish to allow students to self-select some peer conference groups and assign others. Peer conference groups of four or five students may provide adequate diversity in feedback.

2. Along with conferencing, teachers should conduct mini-lessons in writing techniques and strategies, as indicated by student need.

3. Students may also share drafts via e-mail, school-wide bulletin boards, or by exchanging disks. Through computer technology, students can access a wider range of audience feedback as they make revisions.

PERFORMANCE PACKAGE TASK 1
Academic Writing

## FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

| Student | | Teacher |
|---|---|---|
| | **Content and Style of Personal Narrative** | |
| _____ | The story focuses on one important idea or conflict. | _____ |
| _____ | The story creates a compelling portrayal of place, events, and people. | _____ |
| _____ | The beginning captures the reader's interest and establishes the conflict, story problem, and/or focus. | _____ |
| _____ | The story successfully connects an individual experience to a broader context of human experience. | _____ |
| _____ | Details are concrete and multisensory. | _____ |
| _____ | A recurring thread of imagery, and/or symbolism supports the focus of the story without being overblown. | _____ |
| _____ | The pace of the story is varied effectively to:<br>• eliminate tedious and uninteresting sections<br>• slow down important action with relevant details<br>• condense less significant action/description. | _____ |
| _____ | People in the story are believably portrayed:<br>• realistic dialogue moves the story forward<br>• details of movement, gesture, and expression reveal character. | _____ |
| _____ | The narrative voice is clear and believable. | _____ |
| | **"Efficacy" & "Paper Trail"** | |
| _____ | Language is appropriate. | _____ |
| _____ | Sentence structure is varied and complex. | _____ |
| _____ | Organization of events creates interest/tension. | _____ |
| _____ | Grammar and usage, spelling, and mechanics are correct. | _____ |
| _____ | Engagement in the various strategies/steps of the writing process is effectively demonstrated. | _____ |

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustment in teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 2-A
Academic Writing

**Content Standard:** Write and Speak: Academic Writing **Level:** High School

## *Specific Statement(s) from the Standard:*

What students should do:

2. Analyze patterns and relationships of ideas, topics or themes (e.g., literary analysis, ethnography, academic essay)

## *Product(s):*

- Literary analysis paper about two or more modern novels

## *Task Description:*

**Task Overview:** You will write a paper in which you analyze significant patterns and relationships in two or more modern fiction novels, using a literary theory studied in class. You will compare a novel you will read independently to one or more novels discussed in class.

**Step One:**
Choose your own modern fiction novel to read. Be careful not to choose formula fiction, but a critically acclaimed modern novel. Discuss your choice with your teacher.

**Step Two:**
While you read, keep track of themes, and characters, issues, that are interesting and that you could compare with another book read by the entire class.

**Step Three:**
After you finish your book, write three proposals for literary analysis papers. Conference with your peer writing group and your teacher on your proposals. Select one proposal.

**Step Four:**
Write a draft of your literary analysis paper.

**Step Five:**
Discuss with your peer conference group and your teacher ideas for revising your draft.

**Step Six:**
Revise and edit your literary analysis paper.

**Step Seven:**
Repeat Steps Five and Six as necessary until your literary analysis paper is finished.

**Step Eight:**
Share your finished paper with your peer conference group.

Present to your teacher all your notes and drafts as well as your final paper.

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PERFORMANCE PACKAGE TASK 2-A
Academic Writing

## FEEDBACK CHECKLIST FOR TASK 2-A

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

| Student | | Teacher |
|---|---|---|
| | **Content and Style of Literary Analysis Paper** | |
| _____ | Focus is clear. | _____ |
| _____ | The literary theory used for the analysis is clearly presented. | _____ |
| _____ | Important patterns and relationships are:<br>• clearly stated<br>• thoroughly discussed<br>• supported with quotations (and other examples and details) from the novels. | _____ |
| _____ | Assertions are supported with examples, details, and/or quotations. | _____ |
| _____ | Conclusions reflect a close and careful reading of the novels and go beyond the common knowledge of the class. | _____ |
| _____ | Literary terms are defined clearly and accurately. | _____ |
| | **"Efficacy" & "Paper Trail"** | |
| _____ | Language is appropriate. | _____ |
| _____ | Sentence structure is varied and complex. | _____ |
| _____ | Organization is reasonable. | _____ |
| _____ | Grammar and usage, spelling, and mechanics are correct. | _____ |
| _____ | Engagement in the various strategies/steps of the writing process is effectively demonstrated. | _____ |

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustment in teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 2-B
Academic Writing

**Content Standard:** Write and Speak: Academic Writing **Level:** High School

## *Specific Statement(s) from the Standard:*

What students should do:

2. Analyze patterns and relationships of ideas, topics or themes (e.g., literary analysis, ethnography, academic essay)

## *Product(s):*

- Field study report (ethnography)

## *Task Description:*

**Task Introduction:** You may work individually or collaboratively. If you work as part of a team, you must take responsibility for writing a specific "chapter" of the field study report (ethnography).

**Step One:**
Read several brief field study reports (ethnographies) so that you see various ways to approach this Task. Read about cultural, social interaction, and/or organizational structure theory. Read about fieldwork methods. (Class activities, lectures, discussions, and readings will provide a framework for the additional reading called for in this Step.)

**Step Two:**
Schedule regular progress conferences with your teacher for the duration of the project.

**Step Three:**
Brainstorm a list of three to five possible groups for study. You may list informal groups within your school (groups to which you do not belong), or groups with a more definite culture (such as a Latvian-American group). Apply the following criteria to make your selection of one group to study:

- Can I find a contact person who will introduce me to the group, help me be accepted, and answer my questions?
  *A reliable and helpful contact person is essential to writing a good report since you do not wish to seem intruding, disrespectful, or out -of -place. The contact person should be known to you, your family, your friends, or your family's friends.*
- Is the "cultural distance" too great or too small?
  *If the group is too similar to your own social groups, there will be little to learn; if the difference is too great, you and the group may be too uncomfortable for you to write a good ethnography.*
- Is it possible to schedule the interviews and observations?
  *If auto racing in Minnesota takes place in the spring and summer, then planning a paper on auto racers for December will not work.*

**Step Four:**
You may wish to seek information (such as documents, samples, photographs, histories, maps) about your selected group prior to and during your fieldwork.

## *Task Description, continued*

**Step Five:**
Observe at least one group meeting, celebration, or event. (You *may* have to observe the group on several occasions to gather enough material for your report.)

**Step Six:**
Conduct at least one pre-observation interview and one debriefing interview with your contact person.

Also find out which "insiders" know the most. An "insider" may or may not be your original contact person. Interview these "outsiders."

**Step Seven:**
Write a draft of your field study report.

A. Include the following information:
- your assumptions about and expectations of the group prior to your fieldwork
- how you established contact with the group
- descriptions of routine interactions as well as important rituals, meetings, celebrations
- whom you interviewed -- and why you chose them.

B. Also answer these analytic questions:
- What identifying characteristics makes this a group?
- What brings and keeps the group together?
- What is the group's history?
- How are the group and its activities changing?
- How does the group reflect or not reflect the theory (of culture, social interaction, or organizational structure) you studied in Step One?

**Step Eight:**
Meet with your peer conference group as well as your teacher to discuss strengths and weaknesses of your draft and to identify strategies for revision.

**Step Nine:**
Revise and edit your field study report.

**Step Ten:**
Repeat Steps Five through Nine as necessary until your ethnography is finished.

**Step Eleven:**
Share your finished paper with your peer conference group.

Present to your teacher all your notes and drafts as well as your final paper.

## *Special Notes:*

Remind students that a group's "insider" knowledge is often difficult to verbalize or explain. For example:

- People may have trouble explaining the "why's." They may say, "It's just the way things are." Or, "We always eat spaghetti on Tuesday night!"
- Sometimes actions of group members are so habitual that it is difficult for members of the group to imagine another way of doing things.
- Some information may not be generally shared outside the group. This means that students will have to respect people's hesitancy to disclose some information.
- Some group actions may be symbolic, like standing to sing the "Star Spangled Banner" at the beginning of a baseball game.

PERFORMANCE PACKAGE TASK 2-B
Academic Writing

## FEEDBACK CHECKLIST FOR TASK 2-B

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

| Student | | Teacher |
|---|---|---|
| | **Content and Style of Ethnography** | |
| _____ | Focus is clear. | _____ |
| _____ | The group's identity is accurately presented. | _____ |
| _____ | The group's history and the forces of change are thoroughly and accurately presented. | _____ |
| _____ | Descriptions of people, places, and events are richly detailed and contain numerous examples. | _____ |
| _____ | Assertions are supported with examples, details, and/or quotations. | _____ |
| _____ | Quotations accurately and fairly represent the group. | _____ |
| _____ | An ethnographic theory is accurately explained and applied. | _____ |
| _____ | Ethnographic terms are defined clearly and accurately. | _____ |
| _____ | Role of the neutral participant-observer is maintained throughout. | _____ |
| | **"Efficacy" & "Paper Trail"** | |
| _____ | Language is appropriate. | _____ |
| _____ | Sentence structure is varied and complex. | _____ |
| _____ | Organization is reasonable. | _____ |
| _____ | Grammar and usage, spelling, and mechanics are correct. | _____ |
| _____ | Engagement in the various strategies/steps of the writing process is effectively demonstrated. | _____ |

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustment in teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 3
Academic Writing

**Content Standard:** Write and Speak: Academic Writing **Level:** High School

## *Specific Statement(s) from the Standard:*

What students should do:

3. Construct support for a position, argument, plan or idea

## *Product(s):*

- Persuasive paper based on research

## *Task Description:*

**Step One:**
Choose a topic that is timely, controversial, and significant.

**Step Two**
Conduct a preliminary survey of information on your topic to narrow your focus and refine a research question.

**Step Three:**
Find and review information relevant to your research question.

Take notes, documenting your sources according to guidelines your teacher gives you.

**Step Four:**
Decide on and then refine your position.

**Step Five:**
Organize your information into categories supporting your position and categories against your position.

Identify the assumptions on which each position is based.

**Step Six**
Write a draft of your persuasive paper.

**Step Seven:**
Meet with your peer conference group as well as with your teacher to discuss strengths and weaknesses of your draft and to identify strategies for revision.

**Step Eight:**
Revise and edit your persuasive paper.

**Step Nine:**
Repeat Steps Three through Eight as necessary until your persuasive paper is finished.

**Step Eleven:**
Share your finished paper with your peer conference group.

Present to your teacher all your notes and drafts as well as your final paper.

PERFORMANCE PACKAGE TASK 3
Academic Writing

## FEEDBACK CHECKLIST FOR TASK 3

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

| Student | | Teacher |
|---|---|---|
| | **Content and Style of Persuasive Paper** | |
| _____ | Focus is clear. | _____ |
| _____ | Importance of the topic is clearly presented. | _____ |
| _____ | The controversy about the topic is identified succinctly. | _____ |
| _____ | Relevant background information is presented concisely. | _____ |
| _____ | The position of the writer is clearly stated. | _____ |
| _____ | The range of viewpoints on the topic is clearly explained. | _____ |
| _____ | The merits and weaknesses of other points of view are presented objectively. | _____ |
| _____ | The writer's position is supported with relevant and authoritative examples, details, and quotations. | _____ |
| _____ | Possible objections to writer's position are refuted with relevant and authoritative examples, details, and quotations. | _____ |
| _____ | Ending is convincing and provides closure. | _____ |
| | **"Efficacy" & "Paper Trail"** | |
| _____ | Language is appropriate. | _____ |
| _____ | Sentence structure is varied and complex. | _____ |
| _____ | Organization is reasonable. | _____ |
| _____ | Grammar and usage, spelling, and mechanics are correct. | _____ |
| _____ | Engagement in the various strategies/steps of the writing process is effectively demonstrated. | _____ |

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustment in teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 4
Academic Writing

**Content Standard:** Write and Speak: Academic Writing **Level:** High School

## *Specific Statement(s) from the Standard:*

What students should do:

4. Evaluate (e.g., review or critique) an idea, topic or theme based on criteria

## *Product(s):*

- Review of a critically acclaimed film

## *Task Description:*

**Step One:**
Choose a film to review -- either a current or past release. The film may be fictional or documentary; however, the emphasis is on a *critically acclaimed* film, so avoid formula movies. Present your film selection to your teacher.

**Step Two:**
Establish criteria for your evaluation of the film. You should evaluate the quality of the screenplay, acting, themes, special effects, and costuming. (You may wish to consult books on cinematography or the language of film.)

**Step Three:**
View the film several times. Be sure to take notes according to your criteria. Include details that you can use as specific evidence to support the assertions you make in your review.

**Step Four:**
Read reviews written by professional critics.

Research any relevant historical, political, or social background information.

**Step Five:**
Write a draft of your film review.

**Step Six:**
Meet with your peer conference group as well as with your teacher to discuss strengths and weaknesses of your draft and to identify strategies for revision.

**Step Seven:**
Revise and edit your film review.

**Step Eight:**
Repeat Steps Two through Seven as necessary until your film review is finished.

**Step Nine:**
Share your finished paper with your peer conference group.

Present to your teacher all your notes and drafts as well as your final paper.

PERFORMANCE PACKAGE TASK 4
Academic Writing

## FEEDBACK CHECKLIST FOR TASK 4

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

| Student | | Teacher |
|---|---|---|
| | **Content and Style of Film Review** | |
| _____ | The introduction establishes a clear focus for the review. | _____ |
| _____ | Criteria for evaluation are clear, complete, and relevant. | _____ |
| _____ | Background information is presented clearly and concisely. | _____ |
| _____ | Assertions are supported with examples, details, and quotations from:<br>• the film<br>• reviews written by professional critics. | _____ |
| _____ | Cinematography terms are defined clearly and accurately. | _____ |
| | **"Efficacy" & "Paper Trail"** | |
| _____ | Language is appropriate. | _____ |
| _____ | Sentence structure is varied and complex. | _____ |
| _____ | Organization is reasonable. | _____ |
| _____ | Grammar and usage, spelling, and mechanics are correct. | _____ |
| _____ | Engagement in the various strategies/steps of the writing process is effectively demonstrated. | _____ |

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustment in teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 5
Academic Writing

**Content Standard:** Write and Speak: Academic Writing **Level:** High School

## *Specific Statement(s) from the Standard:*

What students should do:

1. Describe, narrate or explain observations of human events or situations (e.g., biographies, historical narrative, ethnography)
2. Analyze patterns and relationships of ideas, topics or themes (e.g., literary analysis, ethnography, academic essay)
3. Construct support for a position, argument, plan or idea
4. Evaluate (e.g., review or critique) an idea, topic or theme based on criteria

In addition:

1. Writing must represent a variety of purposes and situations
2. The work must be validated as original through a "paper trail," observations, and/or conference

## *Product(s):*

- Magazine/journal of academic writing for your class
- Four articles or essays that meet the specifications set by student "editorial boards"

## *Task Description:*

***Note: The project outlined in this Task requires that you work both in a group and individually, as indicated below.***

1. Starting your editorial board and academic magazine/journal **(Group)**

   a. With your teacher's help, form groups of four or five students to serve as "editorial boards," each for an independent academic magazine or journal that your group will "create."

   b. Present to your teacher (the "publisher") a concept (editorial focus; target audience) for your academic publication.

      Survey the class to determine interest in your concept.

      Revise the concept of your academic magazine/journal as necessary.

   c. Develop a master work plan for your publication that includes goals and deadlines. Present your master work plan to your teacher.

      Your group will meet with your teacher-"publisher" once a week to evaluate individual and group progress on the work plan. Each member of the group must show individual accomplishments for the week, resolve any problems that arise, and establish goals and deadlines for the upcoming week.

## *Task Description, continued*

2. Soliciting articles for your academic magazine/journal **(Group)**

   a. Write a call for manuscripts that includes your publication's title and concept (editorial focus; target audience) as well as deadlines for manuscripts and revisions. The manuscript calls must include types of writing that accomplish, but are not limited to, all of the following:

      - describe, narrate, or explain observations of human events or situations (e.g., biographies, historical narrative, ethnography)
      - analyze patterns and relationships of ideas, topics or themes (e.g., literary analysis, ethnography, academic essay)
      - construct support for a position, argument, plan or idea
      - evaluate (e.g., review or critique) an idea, topic or theme based on criteria.

   b. Conference with your teacher about your manuscript calls and revise them if necessary.

   c. Post in the classroom your calls for manuscripts, including deadlines.

3. Writing articles for two academic magazines/journals

   a. Select four manuscript calls (include each of the four types of writing listed in #2a above). **(Individual)**

   b. Submit four written manuscript proposals to at least two editorial boards. **(Individual)**

   c. Using the publication's concept (editorial focus; target audience) as the criteria, editorial boards select manuscript proposals for their publications and send out acceptance and rejection notices. The boards post a second call for manuscripts to fulfill additional needs for articles, if necessary. **(Group)**

   d. Develop a work plan which includes responsibilities and deadlines related to both your publication's editorial board and your individual writing of four manuscripts. Your teacher will monitor your progress through weekly conferences. **(Individual)**

   e. Draft four manuscripts and submit them to editorial boards and your teacher for feedback. **(Individual)**

4. Revising articles for publication

   a. Using the Feedback Checklists from the first four tasks in this performance package, editorial boards (and your teacher) critique manuscripts and meet with each writer to discuss specifications for revisions. **(Group AND Individual)**

   b. Revise your manuscripts. **(Individual)**

      Resubmit your manuscripts to editorial boards and teacher for critique. **(Individual)**

   c. Editorial boards (and teacher) critique resubmitted manuscripts. **(Group)**

   d. Revise your manuscripts. **(Individual)**

      Submit four final manuscripts to editorial boards. **(Individual)**

5. Publishing your academic magazine/journal **(Group)**

   Editorial boards produce the final publication, including, if desired, appropriate headlines, pictures, and graphics.

PERFORMANCE PACKAGE TASK 5
Academic Writing

## *Special Notes:*

1. In this final task, students are again asked to produce four different types of writing (the same four types as described in Tasks 1 through 4). The writing is the individual work explained in the description for this task. The checklists for Tasks 1 through 4 should be used for evaluating this writing.

   Also in this task, students are asked to work in groups as editorial boards for the academic publications they create. In the first four tasks, students had the experience of peer conference groups in which they discussed and critiqued their own work and the work of the other members of their conference group. The extension in this culminating task is for student "editorial boards" (which could have the same student members as the conference groups already established) to assess the manuscript proposals and critique the manuscripts of students not in their group. The teacher is to evaluate the individual student's contribution to his/her group's productivity.

2. Students may need to spend some time studying and critiquing a variety of journals or magazines for content, style, complexity of ideas, and format. The teacher must carefully monitor each publication's "concept" (editorial focus; target audience) created by editorial boards to make sure publications reflect the rigor of the content standard.

3. The teacher serves as "publisher" to monitor the total process. At least weekly meetings with editorial boards are necessary to monitor individual and group progress. The teacher-"publisher" should "audit" the quality of editorial board manuscript critiques by "sampling" manuscripts accepted for publication.

4. The teacher may have to determine at what point an article is accepted for publication, even if the manuscript is flawed. Individual writers may need to submit further drafts after the academic magazine/journal is published. Teachers should make decisions about the advisability of further drafts on an individual basis.

5. The final format of the academic publications is not specified here. Publications may be electronic journals/magazines or Hypercard stacks if the school has adequate computer resources.

(Special thanks for their initial contribution to Ron Baron from Richfield High School, Linda Redelsheimer and Vikki Linder from Champlin Park High School, and the U of M College in the Schools program.)

PERFORMANCE PACKAGE TASK 5
Academic Writing

## FEEDBACK CHECKLIST FOR TASK 5

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

| Student | | Teacher |
|---|---|---|
| | The student's work on an "editorial board" contributes to the group's productivity in these ways: | |
| _____ | Concept for the academic publication is clearly stated. | _____ |
| _____ | Manuscript calls:<br>• are stated clearly<br>• include the four types of writing called for by the standard. | _____ |
| _____ | Publication criteria are accurately applied to manuscript proposals. | _____ |
| _____ | Manuscript critiques clearly demonstrate the application of checklists. | _____ |

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustment in teaching and learning processes, and problems to be addressed):